

These kinds of collaboration involve the school, the communities where our students are welcomed and other professional roles such as tutors, employers and the people we take care of.



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CENTRO DE EDUCACIÓN
DE PERSONAS
ADULTAS





Individual apprenticeship agreement drawn in collaboration by



The school: the teachers in CPIA have one or two hours a week to dedicate to the welcoming practices and tutoring. During this time we can interview our students and we have the possibility to understand their life competences, knowledges, their perspectives, their hopes for their lives, but also their doubts and questions...



I'm mentioning now the document about the good practices that is collected in the publication of this Eu-project

... The welcoming protocol is structured in three phases:

- first administrative-registry phase managed by the secretary;
- second acquaintance phase in which we proceed with an interview and a written task to test their level in order to identify and recognize needs and skills of the learning adult;
- the third final phase, in which the apprenticeship agreement is drawn up by the teacher and the student in order to stipulate a shared training path starting from the competences issued from the tests and student's **communication and personal needs.**

...the communities where our students are welcomed

For example: Danieli Association in Padova is coordinated by Ivan Brotto. This association welcomes and leads unaccompanied minors (from 8 to 18 years old) with different family problems to personal life-projects.

The association is in relation with the CPIA to create a suitable educational project for the human and social growth of the young people involved.



Ivan Brotto says:

collaboration

work in team

flexibility of the training

circularity “the CPIA is like a round about”:

but you can choose one street or more than one



to go through together

... other professional roles like tutors who are working in Vocational training schools, as for example CIOFS Don Bosco. Mrs. Giovanna Bettin is one of them. She says that her job is like accompanying and taking care of the adolescents with their own problems: first of all the research of an usefull and successfull future after the school years.



<http://www.ciofsveneto.it/padova/>

Giovanna Bettin says:

There are nets of several agencies involved in assuring the school success and in the same time the life success.

On of these nets is “Hunting for the future”



He is a 18 years old adolescent. He is from Kosovo. He has been living in Italy since november 2017. He is now attending class 8, terza media, at the CPIA and he is working in a position of internship in this hotel.



<http://www.tulipinnpadova.com/it>





Sher arrived in Italy since 2001. He is Pakistan but his parents are from Afghanistan. They left Afghanistan too and they are living in Pakistan now, and his brothers are living in Australia.

Sher says:

school is very important

the most important thing is dialogue between different cultures and ways of life



...The people who we take care about

For instance: Malika Fan

Few words about her story:

She is 33 years old, she has two sons, two boys who are going to school. They are adolescents and so she can consider taking care about herself



I would also mention another Eu-project in progress which is called **Bic Boosting individual competences**

This project's aim, which follows the same principles of our project, is the so called document "Definition of Relevant Steps to Facilitate Inclusion" (DRESFI).



This kind of collaboration is based on a multiple identity of our school which is in connection with the job-world, with the real life-world and with the school-world.

In the middle of these important relations there is the person who needs help for a successful choice. People we meet in our school are full of practical questions (for example: Where is the right place for looking for a work? What must I do to show my skills and competences?...)